



At Ashfield Valley we care for and value every child in a nurturing, inclusive environment.

All members of our school community will work hard to ensure that every pupil achieves their full potential and has the opportunity to shine.

Behaviour Policy

Reviewed: September 2022

Date of next review:

September 2023

Ashfield Valley Behaviour Policy

1. Ethos

At Ashfield Valley, we care for and value every child in a nurturing, inclusive environment. All members of our school community will work hard to ensure that every pupil achieves their full potential and has the opportunity to shine.

2. Rationale

- At Ashfield Valley Primary School, we are committed to establishing a learning environment that promotes positive behaviour and relationships, where everyone is treated with care and respect.
- We seek to promote positive self –esteem for all pupils and the development of a caring attitude towards others. We have high expectations of children in both their work and behaviour
- We believe that a welcoming and well-ordered environment is the best place to nurture secure and happy learners.
- We place importance upon the partnership established between home, school and the wider community.
- We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, and consider the welfare and wellbeing of others.

3. Our General Principles

- We organise the indoor learning environment so that it has a positive impact on behaviour in terms of space, access and choice of activities.
- We foster a caring and responsible attitude to the school environment, including the building, inside and outside areas, equipment and personal belongings.
- We take a positive and consistent approach towards managing children’s behaviour.
- We handle issues of behaviour in ways appropriate to the child’s stage of development and level of understanding. This may be ‘time out’ of the immediate situation with support or comforting.
- We encourage appropriate behaviour in all interactions with children and staff and show that good behaviour is valued.
- We encourage children to be aware of the setting’s routines and procedures.
- We establish clear expectations and boundaries for behaviour, appropriate to the children’s level of understanding.
- We record all significant incidents relating to behaviour on CPOMS.
- We identify and implement strategies that encourage positive behaviour.
- We deal with negative behaviour at the earliest opportunity.
- We set a positive example and behave in a polite, courteous manner at all times
- We give praise to pupils where appropriate for being helpful, polite, kind and for academic effort and achievement
- We use praise specifically related to the children’s actions or behaviours.

- If appropriate, we refocus the child's attention on another activity.
- We focus on activities and routines to encourage: sharing negotiation co-operation.
- We encourage responsibility in caring for others (helping with tidying/watering plants/setting out activities/handing out drinks, snacks and equipment).
- We encourage positive behaviour through play and learning activities (circle time/stories/role-play/puppets).
- We model appropriate behaviours in different contexts.
- We help the children to understand the consequences and effects of their behaviour on others.

4. The Ashfield Valley Way: Our values

Our school values, agreed by staff, pupils, parents and governors are at the heart of how we behave towards each other. The values are displayed across school.



The Ashfield Valley Way



- Be Respectful
- Be responsible
- Be resilient
- Be honest
- Be kind

Our behaviour expectations are explained to children using the context of our school values.

5. Class Rules

At the beginning of each academic year each class sets its own Class Charter or set of class rules. These are positive and displayed prominently in every classroom. These may be modified each term if the class teacher feels appropriate.

6. Expected behaviour

We expect our pupils to:

- Be polite and courteous to all people at all times
- Show respect and consideration for others
- Take turns and behave fairly in all situations
- Behave sensibly and co-operatively and move around the school in a sensible and quiet manner
- Keep the school clean and tidy
- Look after school property, their own property and that of others
- Listen to others and try to understand their point of view
- Complete all activities to the best of their ability

7. Unacceptable behaviour

The following behaviour is unacceptable:

- Behaviour which disrupts a group or class activity and prevents others from getting on with their work
- Physical or verbal bullying

- Behaviour which shows disregard for property
- Use of rude or abusive language
- Anti-social or aggressive behaviour directed at others
- Anti-social or aggressive behaviour directed at others on the grounds of race, culture, gender or ability
- The playing of rough or dangerous games

All staff should be aware that children can hurt or abuse other children (peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting
- initiation/hazing type violence and rituals.

(Keeping Children Safe in Education, 2021)

8. Searching, Screening and Confiscation

School staff can search a pupil for any item if the pupil agrees. The head teacher, and staff authorised by them, have a statutory power to search pupils or their possessions without consent, where they have reasonable grounds for suspecting that a pupil may have a prohibited item. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco & cigarette papers
- Fireworks

Also, any article that the member of staff reasonably suspects has been, or is likely to be used:

- To commit an offence
- To cause personal injury, or damage to the property of, any person (including the pupil)

The Head Teacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for eg: a mobile phone

If it is necessary to search a pupil the search will be carried out by a member of staff that is the same sex as the pupil being searched; and there must be a witness (also a member of staff) and, if possible, they should be the same sex as the pupil being searched. There is an

exception to this rule. A search of a pupil can be carried out by a member of staff of the opposite sex only where they believe that there is a risk of serious harm if the search is not conducted immediately.

9. Rewards system

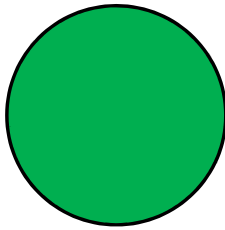
All staff will highlight positives for any child using affirmation, recognition of what has been done well and encouragement.

- Teachers may choose their own class system of rewards/means of celebrating positives. For example, table points, class dojo.
- Two children every week to be given certificates for hard work, achievement, positive behaviour. These will be given out in Friday's Celebration Assembly to which parents are invited.
- One child from each class every week will be chosen to be an 'Always Child' – these will be children who always do the right thing, make good choices, work hard, display our values. These children will be acknowledged in assembly, be given a certificate and their class teacher will describe what makes them an always child. The Always Children will have hot chocolate, juice and biscuits with a member of SLT every week.

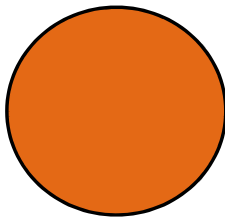
10. Sanctions

- All classes use a traffic light system as a visual reminder about behaviour. The system works in the following way:

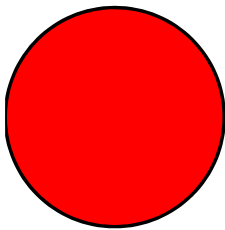
Ashfield Valley Traffic Light Behaviour System



All children will start the day with their name on Green. If children do not follow class rules and expectations, they are given a reminder about the right behaviour and their name is moved to the side of green.



If a child does not follow class rules and expectations again, after the reminder, then their name is moved to Amber. This will mean a sanction of 5 minutes missed from playtime. During this time, there should be a discussion with the child so that they are able to reflect and understand why the behaviour was not appropriate. If behaviour does not improve whilst on amber then a reminder is given and a warning that the child will be moved to Red. The child's name is moved to the side of the circle.



If a child continues to display behaviour which does not meet rules and expectations, then the child's name is moved to Red. This means a sanction of 15 minutes lost from lunchtime. This will take place in the KS2 shared area, supervised by the Head teacher or member of the Welfare Team. The child's name and the behaviour will be recorded in a behaviour book. There will be a discussion about why the behaviour is not appropriate and an opportunity for the child to reflect on what they would do differently or write a letter of apology. A letter will be sent to parents notifying them about their child's behaviour.

Children may be moved directly to Red for a non-negotiable behaviour.

If the incident occurs in the morning and the detention is carried out at lunchtime then the child moves back to amber at the start of the afternoon.

If a child is on Red and continues to display negative behaviour, then they should be escorted to a senior member of staff or a senior member should be sent for. The Head teacher will contact parents to discuss the behaviour.

- Children who have a red will not be able to attend the after-school club for that week. Parents must be told about this, especially if the club is the same day as the red. If parents are unable to pick up at usual time then the child should wait in the club but not participate.

- Repeated unwanted behaviours – internal exclusion, a behaviour plan, external agencies, a report card which will have SMART targets and be signed by a member of SLT for the period of implementation
- Repeated reds in a half term – parents will be invited to a behaviour panel with members of the Welfare team/SLT and the class teacher to discuss next steps which may include internal exclusion, a report card, a behaviour plan, external agency involvement or suspension from school for a fixed period
- If behaviour is considered severe enough or if severe behaviours continue to be evident despite support and adjustments then permanent suspension will be considered

Some behaviour will result in more serious and immediate consequences rather than working through the above system. For example:

- | | |
|------------------------------------|-------------------------------|
| • Deliberate physical injury | Deliberate damage to property |
| • Bullying | Verbal abuse |
| • Stealing | Disrespect |
| • Significant disruptive behaviour | |

- Children who have a red will not be able to attend the after-school club for that week. Parents must be told about this, especially if the club is the same day as the red. If parents are unable to pick up at usual time then the child should wait in the club but not participate.

- Repeated unwanted behaviours – internal exclusion, lunchtime suspension, a behaviour plan, external agencies, a report card which will have SMART targets and be signed by a member of SLT for the period of implementation.

- Repeated reds in a half term – parents will be invited to a behaviour panel with members of the Welfare team/SLT and the class teacher to discuss next steps which may include internal exclusion, a report card, a behaviour plan, external agency involvement

- If behaviour is considered severe enough or if severe behaviours continue to be evident despite support and adjustments then a fixed term suspension may be given. For extremely serious behaviour, or continued serious behaviour, then permanent suspension will be considered.

11. Behavioural Support

Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils. This list is not exhaustive as strategies can be personalised to each child's individual needs.

- Behaviour charts to enable celebration of good behaviour
- Increased communication between home and school -for example, a home/school book
- Support from the SENDCo

- Support from identified teaching assistants, teachers
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions, etc.
- Additional English or Maths support where this is identified as a barrier to learning and impacts on the pupil's behaviour
- Referral to outside agencies such as Educational Psychologist, #Thrive, Mental Health Practitioner etc.

12. Partnership with Parents

It is vital that home and school work well together in order to achieve the best possible outcomes for pupils. We encourage parents to discuss any concerns with staff at the classroom door in the first instance and with a member of the leadership team if further concerns remain. Staff will have regular informal conversations with parents at the beginning and the end of the day to discuss positives as well as any concerns.

13. Playtimes and lunchtimes.

Expectations about behaviour are the same both inside and outside the classroom.

The traffic light system is used in the same way at lunchtime as the rest of the day.

Lunchtime organisers have been trained in leading playground games and each class has access to their own set of outside resources.

Lunchtime organisers carry a book to note any concerns which are then passed on to the class teacher thus ensuring good communication.

Senior staff are highly visible at lunchtime, both in the hall and on the corridors.

Appropriate adjustments are made for those children who may find lunchtime a challenging experience. For example, a nurture group, indoor games for a small group of children to build friendships, additional staffing.

Other policies to consider:

Managing Allegations Policy

Positive Handling Policy

Inclusion Policy

Anti-bullying Policy